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This summary of the activities of the Committee since its formation in March 1968 points out certain inadequacies in current junior college programs for the disadvantaged. Testing programs are based only on middle-class culture; guidance and counseling do not allow for transitional programs or give help with personal, financial, and family problems; counselors need the aid of psychiatric social workers or laymen to act as liaison between the disadvantaged and the "educated" professional; recruitment of promising students should be done in their own neighborhood; remedial programs must be redirected; apprenticeship practices must be encouraged; more minority staff must be hired. In April 1968, a Committee resolution recommended vigorous recruitment of minority personnel at all levels; in-service programs for teachers and administrators on minority problems; more jobs for minority students while in college; appropriate changes in curriculum and counseling; the tapping of all financial resources; placement of minority students in both credit and non-credit courses; giving precedence to student needs over college protocol; additional tutoring and more "big brother" programs. In simplistic terms, the junior college must get the disadvantaged student into the college, keep him there, and move him on to a 4-year school or a decent job. The special programs of six California junior colleges are described. (HH)

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Eric Gattmann, Chairman
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Report Prepared By

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UNIVERSITY OF CALIF.
LOS ANGELES

AUG 22 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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"Most American colleges and universities are success-oriented -- they cater to the young people who have mastered twelve years of schooling in preparation for college, who are solvent, and who have adjusted to the styles . . . of the prevailing culture. But thousands of potentially able youngsters do not qualify by these standards, and most of the nation's colleges and universities have not yet decided whether they have the responsibility, the resources, the skills or the desire to serve them."

-- John Egerton, after a survey of 215 colleges and universities about their progress for "high risk" students.

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FORWARD

This report by our Committee is a guide for action -- based upon the three meetings held by this group of teachers, counselors, students, trustees, and administrators. Our group is made up of members of all races who share a common concern and determination to help the Community College move with speed and determination into this area. The Committee welcomes suggestions, criticism, and assistance. We stand ready to assist you in any way possible.

Eric Gattmann, Chairman
CJCA Committee on the Disadvantaged

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"BORN IN CRISIS..."

Virtually since the beginning of higher education in this young nation, the image of the college as a social force has been that of humanism, devotion to basic rights, and dedication to the philosophy of freedom that would make this country the greatest in modern history. But the white college structure has become the victim of a virulent and destructive disease -- racism. Peculiar only to the highest developed mammal, the idea of the coloration of an otherwise similar being has become the simplistic guide to how humans should relate to each other.

White colleges have abdicated their responsibility to the minority students and the potential minority students who, through incredible gaps in the dissemination of information, don't even know that they are potential college students.[1]

Concerned educators, however, are beginning to react to this responsibility, vacated so long. Born in the crisis of some of the worst civil strife this nation has ever seen, a group, formed of California junior/community college administrators, teachers, students, and board members, aided by experts and consultants on human rights, discrimination, and employment, is at last challenging the apparent apathy of institutions of higher learning. Realizing that domestic tranquility is not achieved by ignoring injustices to other Americans who are of different color or who bear Hispanic names or who are indeed original Americans, and

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[1]See Appendix C: Information on Educational Clearing House for Central Los Angeles.

motivated by a grave concern for dilution of our national purpose, this group, the Committee of the Disadvantaged of the California Junior College Association, is dipping into stores of energy and reservoirs of quiet fury to formulate ideas and plans not only to awaken the colleges to a realization of their deficiencies, but to stimulate those educational organisms to function for all the community.

This stimulus will come through sampling what a handful of the state's eighty junior/community colleges are now doing, what others are attempting to do, what resources the government and communities offer, what helpful writings exist on the problems[2], and some examinations of the roots of the problems, particularly those roots which are seeded in the psyche of people.

This is a record of what the Committee has done in its short, but dynamic, existence since it was organized in March, 1968, before the CJCA's Spring convention. While originally a sub-committee of the parent group, it pressed for and received standing committee status, since it considers its functions so vital that it must not be slowed by the need to climb structural barriers.

Later in this record, current programs carried on by some junior colleges are described. Whey then, if programs are ongoing, is there a need for a CJCA Committee on the Disadvantaged? Simply because present programs, even those reflecting the deepest dedication and hardest work, are at best inadequate. Many projects are for part-time or adult students.

Programs essentially have been token and there is no evidence of a concerted effort on the part of junior colleges to make these major programs. For example, only four junior colleges include minority group

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[2]See Appendix B: Related Reading Material.

membership as a factor. Eleven make no effort whatsoever in the area of the disadvantaged. Only thirteen colleges run any type of tutorial program. Twenty-eight colleges use general counseling only. Twenty-three colleges make no effort to encourage transfer-oriented students among the disadvantaged.[3]

At best, the validity of testing programs is questionable. They reaffirm the fact that disadvantaged students don't generally know how to take tests and lack countless other skills associated with, related to, and taken for granted in middle-class culture. Tests tell us essentially what we already know.

In counseling and guidance of disadvantaged students the effect of the present junior college system is questionable. Counseling functions do not relate to instruction. What is needed for the disadvantaged student are transitional programs, compatible counselors, and assistance in personal problems, financial frustrations, and family worries. Present educationally-oriented counselors should probably be augmented by psychiatric social work experts and by lay people, who, while untrained in the formal techniques and disciplines of professional counseling, can act as "translators" and interpreters between the disadvantaged and the educated professionals.[4]

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[3]These figures appear in CALIFORNIA HIGHER EDUCATION AND THE DISADVANTAGED: A STATUS REPORT.

[4]"In a very real way, the use of indigenous nonprofessionals in staff positions is forced by the dearth of trained professionals. At the same time, the use of such persons grows out of concern for a tendency of professionals to 'flee from the client,' and for the difficulty of communication between persons of different backgrounds and outlooks."--YOUTH IN THE GHETTO: A STUDY OF THE CONSEQUENCES OF POWERLESSNESS AND A BLUEPRINT FOR CHANGE. Harlem Youth Opportunities Unlimited, Inc., New York, 1964.

Recruiting procedures in general are entirely unimaginative. Staff must be assigned to work directly in the communities where the disadvantaged live and are forced to vegetate. They should be in constant touch with community action councils, probation people, employment groups, case workers, well-baby clinics, all with the goal of identifying intellectually promising students.

Remedial programs, traditionally discipline-oriented rather than people-oriented, must be reversed in order to be relevant for students in their initial phases of disadvantaged programs.

Apprenticeship work, neglected because of out-dated labor union strictures, prohibitions, nepotism, and unwitting or conscious racism, must be encouraged.

The obtaining of funds, often so dependent on the whims and vagaries of administrations, needs the directions that can be furnished by a committee such as this one.

Program guidelining can be an important function of this committee. Different areas and different campuses have different needs. It is questionable whether the staffs of many colleges know the problems of the communities they serve. The colleges, in many cases, must be awakened to their responsibilities. Not only must minority students be vigorously recruited, but minority teachers must be added to staffs.[5] There must be freedom to function in the face of changing needs. There must be open lines

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[5]An irony lies in the housing bias of the communities themselves. Many fine teachers would accept offers in schools of lush white suburban enclaves, but, despite fair-housing laws and purportedly changed attitudes, the only rental housing available to them is in the contiguous ghettos. The Fair Housing Council of San Mateo County has followed within a period of less than an hour a black teacher who was told, "Sorry, but the apartment has just been rented." The white Fair Housing Council representative, without identifying his affiliation, was offered tenancy of the same apartment. This is not an isolated incident. It has happened several times.

to top level administration and to boards of trustees for support. There must be freedom for designated staff to work actively off-campus in the disadvantaged areas.

There is continual need for in-service training and reinforcement. There must be freedom for responsible people who are in leadership positions to have the flexibility to adjust and direct programs along constructive lines.

A resolution passed by CJCA at its Spring convention in Fresno in April, 1968, was the first major accomplishment of the month-old committee.[6] Passed unanimously by the convention[7], it was a clear call to action and established the most urgent priority for the education of minority students. The committee immediately filed a list of suggested implementations. These stressed:

1. Vigorous recruitment of minority personnel at all levels -- counselors, teachers, administrators, teacher assistants, and all areas of classified personnel.
2. In-service programs for teachers and administrators so that they may understand the history, culture, and stresses of minority groups.[8]

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[6]A text of the resolution appears as Appendix A.

[7]Committee members are troubled that so little opposition was voiced to this resolution. Have resolutions become relatively harmless devices that serve to quiet the "dissidents" who write them? Are resolutions the easiest mechanisms to allow the "troubled" to blow off steam? Is "getting it on the record" relatively unimportant in this day of voluminous, often-unread records?

[8]Rather than make these programs mandatory, the recommended implementation suggests compensation for teachers' attendance on Saturdays and other erstwhile free times.

3. Increased efforts to place minority students on jobs while they are in college.
4. Seeking of appropriate changes in curricula and counseling programs by means of an advisory group of representative citizens and students working with administration and faculty.
5. Renewal of efforts to seek all resources available for financial aid; e.g., National Defense Education Act funds, community action councils, local foundations, and service clubs.
6. Encourage counselors to place minority students into credit and non-credit courses.
7. Give precedence to the needs of students over college protocol.[9]
8. Encourage tutoring programs and Big Brother and Big Sister programs.

The original suggestions for implementation were sent to every junior college with requests for suggestions for improvement. Recipients were the presidents of all the junior/community colleges in California, presidents of Boards of Trustees, and presidents of Faculty Senates. Few returns were received. No objections were raised. However, no encouragement nor viable suggestions for improvement were received, either. One cannot refrain from drawing a parallel here between what appears to be educators' reluctance to respond to social ills and the so-called "average" citizens' disinclination to "become involved."

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[9]The increasing escape to the rule book has been deemed by many to be a "cop-out" from facing the problems which are growing faster than existing rules can cope with--problems so severe that they transcend the niceties and academic formalities long associated with ivy walls, sunny quadrangles, and Winter carnivals.

The committee sees as another important function its need to serve as a clearing house for dissemination of information. Where can the colleges -- all colleges -- go for help? Help in programming? Help in funding?[10]

The need to convince legislators that funds are needed even by students attending "free" junior colleges is felt strongly to be another function of the committee. Scholarships are indeed needed despite free tuition. Legislators must be made to realize that there are costs and fees. They must be reminded that book costs, clothing costs, and transportation costs are oppressive to a student whose family subsists on a minimum income. Extended day students must pay fees by course. Family income levels set by the government as a definition of "poverty" don't begin to allow for the basic necessities of healthy living, let alone the added costs of "free" education. Letters have been written by the committee to legislators in attempts to explain these disparities.

The committee feels that many of the ongoing remedial measures, while effective, are makeshift. Head Start, proverty programs, and others are not meeting directly the needs of disadvantaged students.

If the committee had to summarize in an absolute minimum of words what its total function is, or what its mandatory committments are, the following would come closest:

1. We must get him to college.
2. We must keep him there.
3. We must get him on to a four-year school or to a decent job.

Simple? Obviously not. It is probably one of the most challenging and complex mandates facing educators today. This committee, one supposes,

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[10]A listing of some sources of funds is in Appendix D.

could get bogged down in study program after study program. Those who would cry "We must be objective!" have every scientific justification for that cry. But while study programs are created and implemented and funded and the data gathered, compiled, studied, and interpreted (often subjectively, despite safeguards), the agony of the disadvantaged multiplies, cascades, and eventually overwhelms. Pure objectivity would be appropriate had the objective studies begun when the subjective hatreds, distrusts, subjugations, intolerance, and inhumanity were first realized. Studies ad infinitum are not required to tell us there is a revolution taking place. Action against revolution doesn't result from careful IBM runs.

It is much too late to deplore the employment of value judgments as a bases for action. The time for empiricism -- to "cut-and-try" -- has been with us a long while, now. The committee wants to cut-and-try before it's too late and all of us have to cut-and-run.

COLLEGE OF SAN MATEO: THE COLLEGE READINESS PROGRAM

Recently, the San Mateo Junior College District Board of Trustees approved a budget for the third Summer Readiness Program. The genesis of this effort was in the traditional pre-semester address to the faculty of the College of San Mateo in September, 1965, by its president, Dr. Julio L. Bortolazzo. Fulfilling what many deem to be the deepest committment of a community college, Dr. Bortolazzo, with characteristic sensitivity to the welfare of the district he serves, issued a call for college action to aid the disadvantaged.

Despite the high per-capita income of San Mateo County, known to be one of the wealthiest in the nation, it nevertheless contains areas of true poverty, resembling the most abject slums of the major core cities. Only slightly more than one percent of the college's then daytime enrollment were black students.[1]

In contrast to the attrition rate (those who dropped out or failed) of white and other more-favored minority groups of 25 percent, 90 percent of the tiny number of black students dropped out or failed. It seemed obvious that a program must be created not only to keep the black students in school who were already enrolled, but that it was necessary to go into the black communities to get more black students to <u>come</u> to the

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[1]The Readiness Program directors fully realized that not all the disadvantaged are black people. In order to make recruitment feasible, however, neighborhoods that had the greatest concentration of disadvantaged were targeted.

College of San Mateo, to help them stay in the junior college long enough to be ready to transfer, or to go on to skilled work in business and industry.

Working with able psychologists (both on the faculty and on a consultant basis), teachers, counselors, and administrators began frequent meetings with high school counselors to formulate a plan for the next Summer, 1966. They were not looking to recruit those black high school students with excellent grades, nor were they looking for students with fixed vocational goals. Neither were they seeking middle-class black students whose families had learned to cherish the value of education and had, even though with enormous sacrifice, found some way of meeting the concomitant costs.

What they were seeking were black students who had not taken college preparatory courses, who had done poorly in high school, and who had virtually no goals. They sought poor black young people from communities and families where education was held to have little meaning or value.

The planners of the program did not seek to give remedial work related to what students should have been learning in high school. What they did hope to establish were programs in which the remedial work would be directly related to the college course work.

During interviews with seniors from the five high schools in which black students predominated, and using selection criteria of minority status, poverty, weak high school academic records, and low scores on standardized tests, the interviewers elicited startling, depressed responses, which they soon learned were typical of the pervading hopelessness of the ghetto:

"Me? Go to college? Man, you must be kidding!"[2]

"Sure. [I want to go to college.] But it wouldn't work. I'm too stupid."[3]

When frankly told by the interviewers that they were wanted because College of San Mateo, like other colleges, was embarrassed by how few negroes it graduated, and advised that they would come for six weeks during the Summer, would stay from eight in the morning until five o'clock, would take one college transfer course of their choice, would work for three hours a day at $1.50 an hour, would be tutored and counseled, and then and only then would they have to decide if they wanted to continue with college, the students altered their typical response:

"That sounds okay, but I can't get there. I haven't got a car."[4]

A plan for transporting students to and from the campus by busses was soon implemented. The last logistic gap would seem to have been bridged.

Of approximately 100 students interviewed, 45 were found to fit the criteria, were free from other Summer committments, and were willing to attend the program. Of the 45, 39 finally accepted. While the selection of students took skill, understanding, and infinite patience, the selection of tutors was even more difficult. Tutors were needed who were good students but not "good" in the sole context of grades. They would need empathy, a desire to stay with the six-week project, an ability or, at least, an "instinct" to bridge the awesome language gap between the

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[2] A REPORT ON A NEW COLLEGE OF SAN MATEO PROGRAM -- January, 1967, College of San Mateo.

[3] Ibid.

[4] Ibid.

patois of the ghetto[5] and the cultured language of the faculty, to be willing to "chase" around the ghettos to find tutees who escaped in despair back to their old street corners and billiard rooms and then persuade them to continue with the seemingly insurmountable work.

These tutors did much of what we have learned to identify as "sensitivity-and-awareness" work on their own minds and used materials written by bitter black authors such as Claude Brown and Dick Gregory in an effort to effect a true symbiosis between their students and themselves.[6]

The program did not start smoothly, automatically, or without many traumas. Adjusting to the new ambient was psychologically terrifying to many of the students and many didn't show up for the bus pickup, or strayed from class, hitch-hiking or walking down a busy freeway back to their shabby homes.[7] Mortality was nil, however, after tutors started their face-to-face work with students in the students' homes.

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[5]An examination of the ghetto language related to the hopelessness, to the unconscious emphasis on present tense (since many ghetto youngsters live "a day at a time"), to the speech patterns which make English more easily used as a second language rather than a substitute for ghetto speech, pervades the remarkable work, ON THE OUTSKIRTS OF HOPE, Helaine Dawson, McGraw-Hill, 1968.

[6]"Symbiosis" is claimed as apt here. Many of the tutors had their own questions of values in a world fraught with problems not of their making. Most had had some academic difficulty of their own, which they were in process of overcoming. Most wanted more to do than protest, picket, and petition about what they considered to be real social ills. The black students had difficulty in understanding the tutors' motivations: "They care more about us than they care about cars and dancing or money or clothes..."

[7]Helaine Dawson, in her Manpower Development Training Assistance classes in San Francisco's Hunters Point area, experienced these same initial escapes from the terrifying new environment. With patience, she "rode out" the problems, using understanding and conversation which would do credit to the best clinical psychologists. (ON THE OUTSKIRTS OF HOPE.)

Most project students were enrolled in History 17A (American History) and in Psychology 1A. Small numbers went into College Algebra, Visual Drawing, and one went into a basic biology course. Classes usually were held in the morning, with lunch in the cafeteria[8], and recreation (dancing, basketball) following. Some utilized the recreation period for work in the reading laboratory.

The campus jobs with which most of the students occupied the balance of the day were paid for by federal work-study funds. The jobs were in maintenance, physical education, as teachers' clerks, in the book-store, college library, the aeronautics department, or in the chemistry lab.

At 4:30, the students left their jobs and boarded the buses which took them home. After supper, the tutors arrived and held study meetings where, on a one-to-one basis with the students, the educational process was continued. Often, study groups were formed with several students from the same course and an equal number of tutors.

Less than a year later, in the Fall semester of 1967, there were 256 students and 87 tutors enrolled in the program. The program's academic progress is documented in the report of a research study conducted under the direction of Dr. Frank C. Pearce, head of the Office of Research of the San Mateo Junior College District.[9] With the infinite care of classic researchers, Dr. Pearce outlined twelve specific objectives the program

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[8]The students had opted to carry their cafeteria lunches, obtained with meal tickets, to an alcove which had been reserved for them, although, of course, they weren't required to eat there. Most of them preferred the separation from the regular students. Such are the feelings of being on the "outside" of the white world.

[9]A STUDY OF ACADEMIC SUCCESS OF COLLEGE STUDENTS IN THE COLLEGE OF SAN MATEO. RESEARCH REPORT 1968-2. Dr. Frank C. Pearce. Available by writing Dr. Pearce.

is attempting to meet. Three of these, succinctly worded, stand out in relief against the flaming background of these troubled days:

> "Objective 9: 'To develop among teachers, minority and other students an understanding of one another.'
>
> "Objective 10: 'To tap the intellectual and cultural resources of minority groups.'
>
> "Objective 11: 'To enable minority students to be fully functional members of society.'"

Were these three objectives alone achieved, the chasms separating the fortunate from the denied would be spanned.

A LOOK AT THE COOPERATIVE EDUCATION PLAN -- COLLEGE OF SAN MATEO

A plan utilized in more than 75 colleges and which dates back 62 years has been given the added fillip of social conscience by College of San Mateo.

Cooperative Education, a workable concept since 1906, provides students with off-campus work experience in a business, professional, or technical environment, alternating with semesters on campus in traditional college classes. The adjective "educational" is as applicable to the job experience as to the classroom experience. The plan is literally "total education."

The heartening social conscience component lies in CSM's improvement to the cooperative education philosophy.[1] Many educators believe that cooperative education is best suited to the more able student who is "readily accepted" by business and industry. CSM's program, thriving in the humanistic environment of the Bay Area and spurred by the college's leadership, takes the position that this should not be a program just for the intellectually elite, but must serve students on any level of achievement as long as they are progressing successfully towards their degree.

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[1]"Students involved in the plan [also] develop greater understanding of other people and develop greater human-relations skills. This comes about because their work experience involves them with co-workers who come from a variety of backgrounds and because success at their jobs requires constructive relationships with their colleagues." COOPERATIVE EDUCATION HANDBOOK. College of San Mateo. Until the racial and ethnic balance in our colleges more closely resembles that of the community, the C-E Plan is held to be a valuable tool for weaving together our racism-damaged society. (It is also helping to dilute another type of "segregation": the "wholly-adolescent aspect" of the college community.)

Industry, too, has begun to realize the advantages of employing minority personnel. Despite some evidence of "tokenism" and reports of cases where firms had hired minority people for improvement of their public images[2], industry is awakening to the shuddering fact that racism has often robbed them of gifted workers and professionals.

In the Plan, two students alternate periods of work and study. Neither works and attends college at the same time (unless he elects to go to Evening college on his own volition while in the work phase). Thereby, industry is assured that one full-time work station is manned year-round.

The student, of course, seeks job experience which is related to his major field of study. The employer tries to assign appropriate work whenever possible. Education in liberal arts, business, technical, and professional directions is available through the cooperative plan. College is therefore more attractive to many students because of the combination of work and study and is a pragmatic relating of otherwise "abstract" concepts to a "real" outside world. As students see the relationships between the jobs they hold and the principles they are studying on campus, greater interest in academic work develops.

Students are considered full-time employees of the company. While they are encouraged to remain with the companies who first hired them (since they would ostensibly advance sooner in status and in pay), the Plan doesn't actually require that they remain on the original job.

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[2]One negro engineer hired by an aerospace contractor complained that he couldn't get his work done because an over-zealous photographer ("sent by the P. R. man') followed him about to take his picture while "hard at work."

Occasionally, a student likes the job so well that he is tempted to leave college and stay with the company full time. This is prohibited; the job terminates for that particular student at the end of the semester when he must return to college.

Some college credit is given for the job phase of the experience. As a result, most cooperative programs lead to an Associate in Arts degree in two-and-one-half years and to the Bachelor's degree in five years. The C-E program has made the concept of higher education palatable to parents who exclude any schooling beyond the twelfth grade in setting family goals.

Cooperative education has the advantage of giving many students added momentum in salary and status achievements as they graduate from the program into full-time jobs.

In most industrial communities there are jobs which fall into the demi-world of "sub-professional" and "semi-skilled." These categories are normally higher than can be managed by high school graduates, but hold no appeal to the fully-trained graduate of college and junior college. This gray area consists of jobs that are important to the employer and he needs them constantly manned, but without the excessive problems of frequent turnover. Co-op plan students fill this function to perfection. The student's motivation combines with the supervisory participation of his college to assure the continuity needed by the employer. In addition, this category of job, often judged to be a chore and beneath the level of high-priced professionals or skilled workers, is performed with refreshing zest by Cooperative Plan students. They don't become low-cost replacements for skilled people, but, rather, free them to spend full time on jobs commensurate with their skills, training, and salaries.

CSM's program, established with the receipt of a two-year grant from the Ford Foundation, is meeting some of the basic needs of industry, of college students who need to relate lofty academic goals with their pragmatic implementations concurrently, and of the disadvantaged, many of whom feel -- or were made to feel through neighborhood experiences, home frustrations, or high school frustrations -- that college wasn't meant for them.

The College of San Mateo has cooperated with the California Department of Education, Business Education Division, in a pilot program for Cooperative-Distributive education. This study showed that 80 percent of the employers interviewed were in agreement with the principle of Cooperative Education as a work-study plan which could be used by their businesses. Fifty-four percent were willing to develop such work stations immediately or in the near future. Fourteen percent stated that a cooperative plan based on part-time work combined with continuous enrollment in school would be more practical for their businesses. A summary of this project is available from R. C. Van Wagenen, Chief of the Bureau of Business Education, Department of Education, Sacramento, California.

CJCA's Committee on Relations with Organizations Other than Schools (CROOTS), under the chairmanship of Dr. Norman Watson, has been working on the development of funds to design a California Master Plan for cooperative education. This committee has recognized the problem of providing financial support for cooperative education if effective programs are to be developed. Time must be made available for work-station development and counseling of work-study students.

Requests for information about College of San Mateo's Cooperative Education Plan should be directed to Dr. Robert L. Bennett, Coordinator of Cooperative Education, College of San Mateo, 1700 West Hillsdale Boulevard, San Mateo, California 94402.

SAN JOSE CITY COLLEGE: SPECIAL EDUCATION PROJECT

For those minority students who hadn't planned to attend college after graduating from high school, a Special Education Project was instituted in July, 1967, at San Jose City College.

Even with the difficulties in obtaining financing from local, state, or federal sources, and despite the lack of an adequate center for study and tutoring, the program has hopeful rays of accomplishment shining through. Of the twenty-nine students who began the program, only one failed to complete the work.

Selected from educationally and economically marginal backgrounds, the students -- a representation of the ethnic mosaic that constitutes the district -- were enrolled in Psychology and English courses. Tutoring, like the original College of San Mateo Readiness Program, was done on a one-to-one basis.

When the program was carried on into the Fall, thirty-six students answered roll call. Heartening to the three originators[1] of the project was the fact that of the thirty-six, twenty-one were carry-overs from the Summer program. But the non-returners were not lost to the purposes of the program: two enrolled in other community colleges, one enrolled in adult education classes, and four went into industry jobs, with two of the four indicating a desire to return to the program later.

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[1]Helen Formos, Anne Heffley, and Marc Marcus. Mr. Marcus is an active member of the CJCA Committee on the Disadvantaged.

In a large sense parallel with the Special Education Project effort is the "Earn/Learn' plan offered by SJCC's Business department. As the San Jose area grows at its rather phenomenal rate, the need for skilled office workers also grows. To meet the need, the college is offering a comprehensive secretarial service course, combining classroom instruction with on-the-job training in local industries and business offices. Students attend classes in the morning and work at their job-training stations in the afternoon. Trainees are paid minimum wages for at least fifteen hours of work per week. Many student/trainees do so well at their part-time jobs that the employer participants in the program hire them on a full-time basis immediately upon completion of the two-year program.[2]

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[2]There is no knowledge at the time of this writing of the existence of a Manpower Development Training Act center operating in the San Jose area. Since the MDTA programs address themselves in part to the "trappings" of applying for jobs -- speech, dress, filling out applications, interviewing -- they would tie in with the SJCC "Earn/Learn" program with strong benefits to all.

DIABLO VALLEY COLLEGE: MARTIN LUTHER KING MEMORIAL SCHOLARSHIPS

A mark of the role of other community institutions in the colleges' concern for the disadvantaged is a movement started in the region served by Diablo Valley College. Lying in the serene shadow of one of the state's handsomest peaks, the college at first seems insulated from the frustration attendant to poverty and minority status.

As with all junior colleges, students entering Diablo Valley may select one of two paths to go. One, of course, is lower division preparation for further learning at four-year colleges and universities. The other leads to terminal programs in technical and business skills.

But what happens with the minority student who is fully qualified to take four-year college prep work and yet knows that he will never see the lawns of a university except on a community center sponsored guided tour? The college is vitally concerned with him and is looking for in-house solutions. Meanwhile, an idea grew in the minds of religious leaders of verdant, but worried Diablo Valley.

In the powerful emotional turmoil generated by the violent death of a man of peace, specifically, at the Lafayette, California, interdenominational memorial service for Dr. King, conducted by a rabbi, an Episcopal priest, a Roman Catholic priest, and a protestant clergyman[1], it was suggested

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[1]Rabbi David Robins, Temple Isaiah; Reverend George Hunt, St. Anselm's Episcopal Church; Father Abeloe, St. Perpetua's Church; and Reverend George Aberle, Jr., Lafayette-Orinda Presbyterian Church.

that the Martin Luther King Memorial Scholarship Fund be established at Diablo Valley College. Scholarships would be awarded each year to two black male students to cover the costs of their first year as upper division students in an accredited college or university anywhere in the United States.

Diablo Valley College has facilities for accepting and evaluating applicants for the scholarships. Criteria for selecting them would include demonstrated leadership and participation in community affairs and likelihood to continue to exercise leadership after graduation. The philosophy behind this criterion is the encouragement of black young people to identify with and seek guidance from a black person who has succeeded in attaining a high level of education he merited on his own ability. This person would be a living example that a college education is something that a disadvantaged person <u>can</u> obtain.

Contributions to the fund are being sought. Checks can be mailed to the Martin Luther King Memorial Scholarship Fund, care of Temple Isaiah, 3800 Mount Diablo Boulevard, Lafayette, California 94549.

MERRITT COLLEGE: A PROPOSAL FOR IN-SERVICE TRAINING FOR STAFF

The junior colleges in the East Bay have been beset by greater community anguish than probably any other community college in the state. In the heart of the largest proportional disadvantaged population of any district, the East Bay colleges have been witness to and both victims of and beneficiaries of the worst and the best of the many philosophies to permeate the ghetto dwellers' struggle for racial justice. For example, the Black Panther movement, a weapons-carrying organization of ultra-militants[1], peopled with both intellectual and educationally-deprived members and followers, and motivated by fears of repression, got its start among students of Oakland junior colleges. The problems and priorities for action in the East Bay compounded so fast that the approaches to their solutions as related to college-eligible disadvantaged became virtually undefinable.[2] Among the many needs that was felt to be lacking was the sensitivity to an awareness of the educational needs of the students and the community on the part of faculty, counselors, administrators, and

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[1] Many people of good will resent the fairly respectable term of "militant" (with its normal meaning of "aggressively active") applied to uniformed, gun-bearing groups such as the Panthers. While the Panthers see Fascism as the motivation for the white power structure, their own trappings and actions (arm-outthrust, fist-clenched salutes) can't help but recall Nazi Germany and its terrors. Too, the Panthers' virulence against Jews (see "Jew-Land", a parody on a popular rock-and-roll song appearing in Black Power of June, 1967, the then-official publication of the Black Panther Party) bears a frightening resemblance to Hitler's tirades directed against the "Jewish problem."

[2] Of course, critics of the colleges' performance say that there was sufficient time and ample warning for action, but the colleges appeared to have hoped the problem would go away.

coordinators. Another need was to keep abreast of the fast-changing role of the college in relation to students and community.

It was therefore proposed by Merritt College's Coordinator of Special Projects[3], that a continuous in-service training program be provided for professional staff. The proposal provides for an initial orientation session to be held in an isolated location, far from the turbulence of the strife-fraught campus, such as the Asilomar conference grounds near Monterey. Ensuing sessions would then meet for day-and-a-half periods between quarters. It would avail itself of all possible resource people and materials and would be characterized by a high degree of informality, flexibility, and creativity.[4]

The proposal recommends that as a means of encouraging participation in this training that staff be given a unit of credit towards salary increases for each session that they attend.

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[3]Mr. Greene Farmer, Jr., an acutely-aware member of the CJCA Committee on the Disadvantaged.

[4]So many meetings and conferences are stymied by structural "hang-ups" that the creative, un-parliamentary, "brainstorming" type of meeting is emerging as better-oriented to action. The neat and orderly conventional meeting is still effective for procedural subjects, but when members are at once creative and responsible, the "gently-guided" approach accomplishes more. The CJCA Committee on the Disadvantaged functions fairly unstructured.

FOOTHILL COLLEGE: CONCERN FOR SPANISH-SPEAKING AMERICANS

Three-quarters of the Mexican-American children in Santa Clara County who begin school in the first grade never graduate from high school.[1] Of the fortunate quarter who do make it through all twelve grades, fifty percent fewer attend junior colleges in proportion to those of the majority culture.

Confronted with this disparity and adding it to all the other problems that assail the disadvantaged in a burgeoning region, the Foothill Junior College District has been conducting an investigation of economic deprivation in the area it serves.

Target date for the completion of the study is September, 1968. It is three-pronged, examining 1) the dominant culture of the area, 2) the qualified disadvantaged, and 3) the hard-core disadvantaged. The third category covers those persons kept out of college by economic or linguistic problems. Invariably, this last group turns out to be mainly those students who left school at low grade levels.

But much concern is also levied at the number one group, the dominant culture. For it is their lack of awareness of minority problems that allows the distress of the disadvantaged to flourish. While this unawareness may seem strange to those of their peers involved in the total human rights struggle, it has its roots in many of the institutions which form pliant young minds -- the home, the school, the house of worship, the

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[1]According to an article in the FOOTHILL SENTINEL of May 10, 1968.

areas of play. To repair the deficiencies of the school's contribution, quick action to implement a proposed course in African History has been recommended by Foothill's administrative director of disadvantaged persons.[2]

Other recommendations include a review of the social science curriculum to assure that full cognizance is paid to minority accomplishments. Two added directions are sought in the language arts; one, a course in Latin-American literature and the other a course in the literature of revolt, which would focus on negro writings. Modifications in journalism courses would also be sought, hopefully to engender fair reporting habits when dealing with racism.[3]

For the qualified disadvantaged -- the proposal's second category -- expanded tutoring and counseling programs are urged. A special course in the reading and writing of Spanish is also recommended here, to be offered to persons who speak the language by birth. The restoration of cultural pride, it is felt, would be abetted by such a course.

At this writing, all proposals to aid the third category -- the hard-core disadvantaged -- have not been formulated. However, a plan to take classes off campus directly into the Mexican-American communities looms as the most constructive. Courses in this "off-campus college" would stress basic reading, mathematics, and consumer economics.

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[2]Mr. John Lovas, of the CJCA Committee on the Disadvantaged.

[3]On the reporters' level of urban newspapers, this is seldom a problem. It's in editorial decisions that fair reporting of minority news often suffers. Added links in this restrictive chain are forged in advertising departments. Cynically, one has to question, at times, the actual amount of freedom there exists in the press.

MODESTO JUNIOR COLLEGE: PROJECT SERA

Consonant with Mandate One of the CJCA Committee on the Disadvantaged -- "We must get him to college" -- is one of the jobs associated with Project SERA (Students for Education, Rural Areas). The job is that of campus-community worker. Four students, one woman and three men, will be employed for a twelve-week period, forty hours per week, to work in predominately Mexican-American communities within the Yosemite Junior College District. Their function will be to inform youth and parents about educational activities in the area, particularly in Modesto Junior College. The workers would motivate Mexican-American youth to take advantage of those opportunities available to them.

Since most of the time will be spent talking with youth, setting up meetings in communities, going into migrant labor camps, and doing publicity work, the workers must speak English and Spanish fluently. The project will begin with orientation training and will end with evaluation sessions. They would be in a strong learning situation, themselves. They would learn much of community problems, resources, and effective communications.

They should drive their own cars. They would be paid $2.00 an hour plus 7 cents a mile for car operation. At the time of writing, an abstract of the project was not yet available. It can be obtained by writing Dr. Patricia C. Hertert[1], Curriculum Assistant, Modesto Junior College, Modesto, California 95350, or to Mr. Santiago Ramirez, 1220-1/2 Academy, Sanger, California

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[1]A member of the CJCA Committee on the Disadvantaged, whose contributions have been creative and progressive.

SOME INSIGHTS INTO WORKING WITH THE DISADVANTAGED

An old joke gives instructions on how to be a sculptor: "All you do to create a David is to chip away all the marble that isn't David." The over-simplification is obvious. We can't over-simplify what looms before us in the task left undone for over a century, but the task must be done.

The sculptor has four things with which to do his job: His block of marble, his talent, his training, and his tools. College educators, many of whom have been insulated from the problems of the disadvantaged, must surely now realize that they must create something permanent and, hopefully, beautiful. For their monolithic block of material, they have the "unforgiveable shame of the United States of America, the name of which is poverty."[1]

"Poverty," says the source, "will not be easy to eradicate. Poverty is not a superficial blemish on an otherwise healthy structure . . . The causes of poverty are deep-seated."

College educators have the talent, analogous to the sculptor's. They have molded young lives with gifts of compassion and understanding. But they've only been able to mold the lives that abutted against theirs in comfortable and exclusive ambients and have never gotten near others who need their gifts.

Educators' training, in terms of working with the disadvantaged, will come from a number of sources, but will be heightened and embellished

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[1] NEW CAREERS FOR THE POOR... Pearl and Riessman, The Free Press, New York, 1965.

by "plunging in" and using the "teacher instinct" and the human-relations skills that prompted many to enter the profession. The training will emerge mostly as the "on-the-job" variety because of urgency piled upon urgency, crisis cascading from crisis.

The tools? Funds. Grants. And the dogged willingness to spend free time, often uncompensated.

Sculpting the statue will often be frustrating. But it won't be the same frustration the disadvantaged now feels because the element of hopelessness won't pervade it as deeply. There will be things to learn as well as unlearn. For one of many examples, there is the teaching of "standard English" to disadvantaged students:

" . . . the teacher must not attempt to replace the students' speech patterns nor attribute error or inferiority to them. The teacher's job is to convince the student that standard classroom English is an additional dialect which the student must be able to shift to when he needs it . . . to 'dig all jive'. This means that in actuality the student is learning standard English as another dialect and many of the techniques of teaching foreign languages can properly be used -- much listening and speaking as well as wide reading. . . . Most minority groups don't get enough practice in speaking and listening to schoolroom English. At home and with their peers, they never use it."[2]

Concern for the dilution of our national purpose was cited early in this report as one of the motivations for the forming of the CJCA Committee on the Disadvantaged. Our national purpose will not change as long as we

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[2]From a memorandum from Gus Pagels, Teacher of English, Canada College, to personnel involved in College of San Mateo's College Readiness Program.

can sustain a viable democracy. Some organisms will change within the democracy in order to keep it viable. One is the educational complex. "It . . . must ultimately become the United States' largest enterprise" say Pearl and Riessman after studying the Bureau of Census prediction that by 1975, half the population of the United States will be under twenty-five years of age. The nation, they imply, will be in deep trouble if we can't incorporate the disadvantaged as part of the paid educational structure in this "fastest growing and most important of industries."

There is an undersupply of teachers even today. Currently in the classroom, aver Pearl and Riessman, there is one designated role, that of teacher. The role must be redefined. The authors take the role apart and lay it on the examining table in five parts: The teacher is a teacher aide, a teacher assistant, a teacher associate, a teacher, and a teacher supervisor.

What an opportunity to motivate the disadvantaged on the junior college and transfer levels! The entry spot, teacher's aide, could be open to disadvantaged students, regardless of schooling achievements and with but a short training period. He would be motivated to the next position by the encouragement to continue his education and receive his A. A. degree. After transfer to a four-year institution and receipt of his B. A., the teacher associate job should be made available to him. His elevation to full teacher through added education and his ascendancy to the fifth role, that of teacher supervisor (achieved with the same techniques and requirements that now raise a teacher to counselor or administrator) will come as products of motivation, ambition, and will be accompanied by new feelings of self-respect, dignity, and pride. This is an example of how, through systematic steps, the gap between professional and disadvantaged is bridged.

Teaching is used here as only one example of the need to motivate the disadvantaged, not only because education is the nation's fastest-growing "industry", but because educators can relate to it best. The total concept of new careers for the disadvantaged is commanding. In it may rest the entire future of our country. Hyperbolic? Look at what's happening to our nation as a result of lack of purpose forced onto disadvantaged people. If we're to maintain the integrity of the national purpose, we must bind up the wounds in individual purpose. Educators have the strongest mandate in this repair job. They must give purpose to those who have none now, by giving hope to the hopeless, and exposing and exercising the potential that exists in all the disadvantaged.

APPENDIX A

On April 8, 1968, the California Junior College Association at its Spring Convention in Fresno passed unanimously the following Resolution:

WHEREAS, it is appropriate that the junior college as an institution reaffirm its moral commitment to the education of the disadvantaged minority youth and adults; and

WHEREAS, many districts need to give greater recognition to the critical problems which exist in their own communities; and

WHEREAS, the traditional philosophy, attitudes, and approaches do not meet the needs of disadvantaged students; and

WHEREAS, the junior college as a community college has been designated as a primary and legal institution charged with the education of youth and adults in the local community; and

WHEREAS, the country, and thereby its citizens, are in a critical stage; and

WHEREAS, the local district has the responsibility to provide an educational program for all of its citizens regardless of their race, creed, color or economic status;

NOW, THEREFORE, BE IT RESOLVED, that CJCA and the faculties, trustees, and administrators of each of its member institutions dedicate their resources and facilities to seek immediate and appropriate ways to solve the complex problems of disadvantaged students;

BE IT FURTHER RESOLVED, that the Committee on Disadvantaged Minority Youth be charged with making appropriate recommendations to the California Junior College Association Board of Directors for implementation.

APPENDIX B

RELATED READING MATERIAL

DARK GHETTO. Dr. Kenneth B. Clark, Harper & Row 1965.

NEW CAREERS FOR THE POOR -- THE NONPROFESSIONAL IN HUMAN SERVICE. Arthur Pearl and Frank Riessman, The Free Press, New York, 1965.

ON THE OUTSKIRTS OF HOPE. Helaine Dawson, McGraw-Hill, 1968.

INCREASING OPPORTUNITIES FOR DISADVANTAGED STUDENTS. A preliminary outline for the California State Legislature Joint Committee on Higher Education. December, 1967.

POVERTY AND PREJUDICE: A SEARCH FOR UNDERSTANDING. Theme of May, 1968, issue of California Teachers Association Journal.

INCREASING OPPORTUNITIES IN HIGHER EDUCATION FOR DISADVANTAGED STUDENTS. A report prepared for the Coordinating Council for Higher Education (CCHE) by Dr. Kenneth A. Martyn, Professor of Special Education, California State College at Los Angeles, July, 1966.

THE NEGRO IN AMERICA -- WHAT MUST BE DONE. Reprint of Newsweek Magazine special report. November 20, 1967.

SUMMARY OF THE REPORT OF THE NATIONAL ADVISORY COMMISSION ON CIVIL DISORDERS.

AN ASSESSMENT OF THE ACADEMIC PERFORMANCE OF THE STUDENTS OF THE EXPERIMENT IN HIGHER EDUCATION (EHE) DURING ITS FIRST SCHOOL YEAR. EHE Staff, Southern Illinois University, East St. Louis, Illinois. December, 1967.

A STUDY OF ACADEMIC SUCCESS OF COLLEGE READINESS STUDENTS AT THE COLLEGE OF SAN MATEO. RESEARCH REPORT 1968-2. Dr. Frank C. Pearce, Head of Office of Research, San Mateo Junior College District.

WORK-STUDY COLLEGE PROGRAMS: APPRAISAL AND REPORT OF THE STUDY OF COOPERATIVE EDUCATION. James W. Wilson and Edward H. Lyons. Harper & Bros.

COOPERATIVE EDUCATION HANDBOOK. College of San Mateo.

HIGHER EDUCATION FOR "HIGH RISK" STUDENTS. Southern Educational Reporting Service, P. O. Box 6156, Nashville, Tennessee 37212.

APPENDIX C

EDUCATIONAL CLEARING HOUSE

There are numbers of potentially capable students in high schools in California's many low-income compounds who aren't aware of the opportunities that exist for going on to college. Many of those who are aware of these opportunities are not financially able to take advantage of them.

Sponsored by the California Council for Educational Opportunity, Incorporated, (CCEO) and funded by the federal Department of Health, Welfare and Education, the Educational Clearing House of Central Los Angeles (ECCLA) can be a model for other groups who are concerned with eliminating the barriers between students and available opportunities. As important as breaking through the financial walls, are the motivating and exciting of disadvantaged youngsters to avail themselves of higher education, since the inclination to withdraw into a less creative, less challenging, and pitifully unrewarding world is a difficult one to resist.

ECCLA seeks "to identify and encourage capable students to further their education" and "to publicize existing forms of financial aid . . . that will enable students to proceed."

For the colleges, ECCLA is developing an "opportunity roster" listing students at their college potential. Circulated to a number of colleges and universities, this list will widen the knowledge about the availability of these students.

ECCLA offers financial aid in terms of fee waivers for college entrance examinations and encouragement to the colleges to eliminate the application fees for these students. The Clearing House is also asking the colleges to develop "financial aid packages" (through available funds such

as loans, scholarships, campus jobs, Education Opportunity grants, and work-study programs).

With an office situated centrally to the location of most of the talented students[1] and with two mobile units to get even closer to where the recruitment would be most effective, ECCLA is logistically eased in its search for prospects. The project falls under the jurisdiction of the Higher Education Act of 1965, Section 408. The ECCLA concept can work in all similar communities.

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[1] 1228 West Jefferson Boulevard, Los Angeles, California 90007. Telephone: (213) 735-1574.

APPENDIX D

SOME SOURCES OF FUNDS TO AID PROGRAMS FOR THE DISADVANTAGED STUDENT[1]

SOURCE	PROGRAM
Division of Student Financial Aid Office of Education U. S. Department of Health, Education, and Welfare Washington, D. C. 20202	1) College Work Study Grants 2) College Work Study Programs 3) Improving Education of Educationally Deprived Children
Bureau of Work Programs U. S. Department of Labor Washington, D. C. 20036	New Careers Program
Division of Allied Health Manpower Public Health Service 800 North Quincy Street Arlington, Virginia 22203	Allied Health Professions Educational Assistance
Behavioral Sciences Branch Division of Education Personnel Training Office of Education Washington, D. C. 20201	Institutes for Teachers of Disadvantaged Youth

[1]A valuable compendium of information for aid most suited to your particular community's problems is the CATALOG OF FEDERAL ASSISTANCE PROGRAMS published by the Information Center, Office of Economic Opportunity, Washington, D. C. 20506.

APPENDIX E

MEMBERS
COMMITTEE ON DISADVANTAGED
April, 1968

Mr. Eric Gattmann Chairman	College of San Mateo	1700 W. Hillsdale Blvd. San Mateo, Calif. 94402 Phone: 341-6161 (Area 415)
Dr. Patricia C. Hertert	Curriculum Assistant Modesto Junior College	College Avenue Modesto, California Phone: 524-1451 (Area 209)
Mr. Eldon Rodieck	Dean of Instruction Vocational Education Fullerton Junior College	321 East Chapman Ave. Fullerton, Calif. 92632 Phone: 871-8000 (Area 714)
Mr. Harrison Hall	Director of Counseling Contra Costa College	2600 Mission Bell Drive San Pablo, Calif. 94806 Phone: 235-7800 (Area 415)
Dr. Joseph Stubblefield	Chairman - Life Science Compton College	1111 East Artesia Blvd. Compton, California Phone: 635-8081 (Area 213)
Dr. Ernest Berg	President-elect Alameda Junior College	Peralta Junior College Dist. 300 Grand Ave., Oakland Phone: 834-5500 (Area 415)
Mr. Greene Farmer	Coordinator - Special Projects Merritt Junior College	5714 Grove Street Oakland, California 94609 Phone: 655-6110 (Area 415)
Dr. Carl Winters	Consultant, State Department of Education	721 Capitol Mall Sacramento, Calif. 95814
Mr. Marc Marcus	Counselor San Jose City College	2100 Moorpark Avenue San Jose, Calif. 95114
R. Bryce Young	Trustee, Peralta Jr. Coll. Dist.	8300 Golf Links Road Oakland, Calif. 94605
Francis Laird	Trustee, North Orange Jr. Coll. Dist.	1000 N. Lemon Street Fullerton, Calif. 92634 Phone: 871-4030 (Area 714)
Manuel Lerma	Student San Jose City College	
Mr. Albert Molina	Teacher Reedley Junior College	Reed and Manning Avenue Reedley, Calif. 93654

APPENDIX E (cont'd)

Leroy Mims	Instructor Contra Costa College	2600 Mission Bell Dr. San Pablo, Calif. Phone: 235-7800 (Area 415)
Mrs. Hope M. Powell	Dean of Student Personnel Services Los Angeles City College	855 No. Vermont Los Angeles, Calif. 90026
Al Shina	Faculty Senate Council Chairman, San Diego City College	1425 Russ Blvd. San Diego, Calif. 92101
Joseph Michaels	Administrative Assistant to the President Pasadena City College	1570 E. Colorado Blvd. Pasadena, Calif.
John C. Lovas	Director of Special Projects Foothill Junior College District	12345 El Monte Road Los Altos Hills, Calif.